

Presented by REL Pacific at McREL:
Available Resources and
Work in Progress



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PACIFIC

Regional Educational Laboratory
At Mid-continent Research
for Education and Learning

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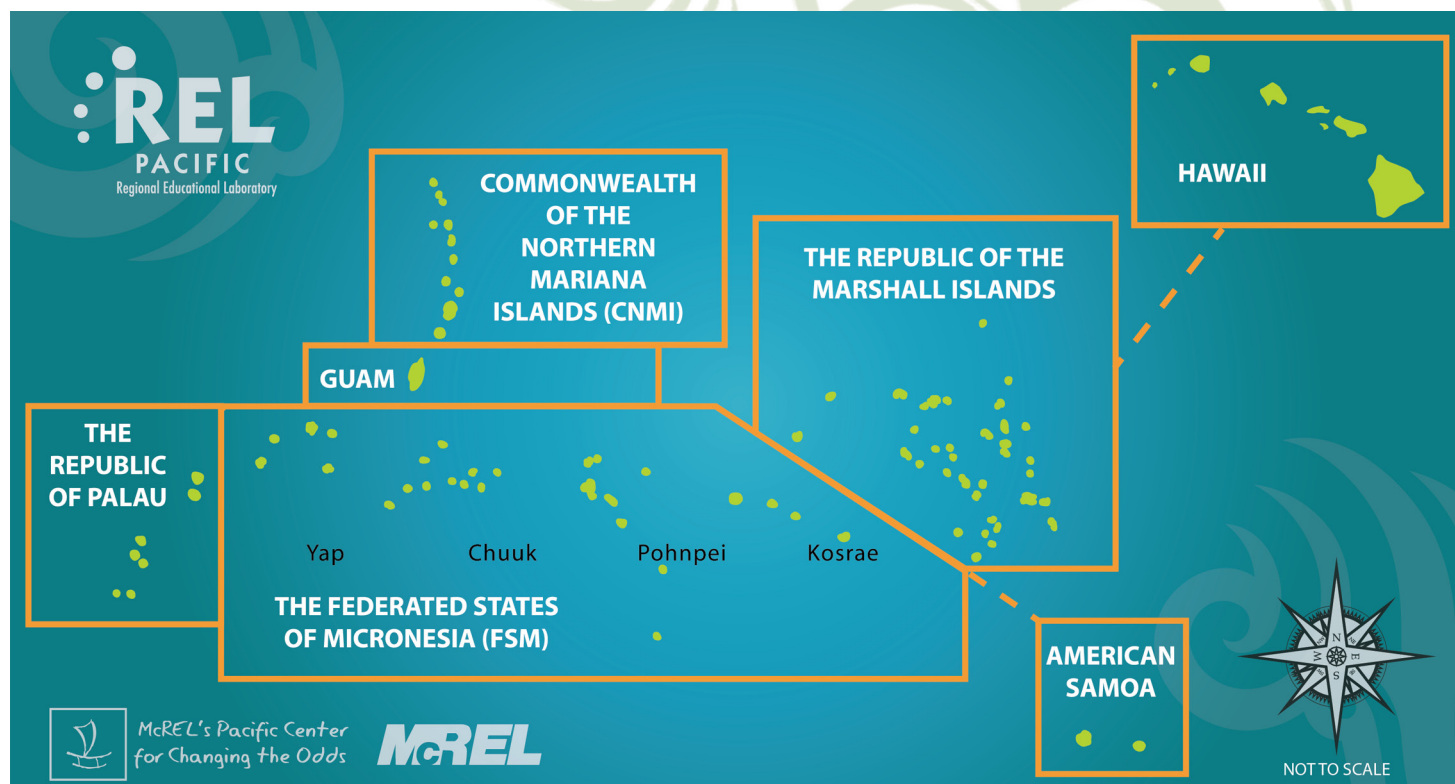
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Introduction to Regional Educational Laboratories

REL Pacific at McREL, one of 10 Regional Educational Laboratories (RELs) funded by the Institute of Education Sciences (IES), serves educators in American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawai'i, the Republic of the Marshall Islands, and the Republic of Palau.

REL Pacific is committed to providing educators with resources that support the development of a deep and cohesive body of knowledge in the priority topic areas of strengthening teacher effectiveness, engaging families and communities in education, ensuring college and career readiness, and optimizing data systems. In this Research Digest, you will find information on the purpose and design of several REL Pacific studies, the laboratory Ask-a-REL service, and available REL Pacific resources.

For more information on any of the studies or resources in this digest, contact RELPacific@mcrel.org.





Pacific Education Research Resource

Now Available!

Education Logic Model (ELM)

The PERR is a computer-based, interactive set of modules designed to guide a user through creating a logic model in order to further knowledge of how data fit within the larger design of a program or initiative and relate to different program components—no Internet connection required. Module 1 of the PERR, the *Education Logic Model* (ELM), intended for widespread use by Pacific stakeholders and beyond, is a practical, hands-on resource for educators. Structured similarly to programs that guide the general public through a series of steps to complete a task, the PERR module takes the typical “how-to” guide to the next level. To download the ELM application, visit <http://relpacific.mcrel.org/elm.html>.

Program Outcomes, Measures, and Targets Module (POMT)

Module 2 of the PERR, *Program Outcomes, Measures, and Targets* (POMT) allows users to evaluate a program’s impact. The POMT focuses on developing program outcomes, indicators, measures, and targets. Educators, policymakers, program implementers, evaluators, and other stakeholders can access Module 2 to plan out the targets, measures, and data sources for a program’s short-, mid-, and long-term outcomes. To download the POMT, visit <http://relpacific.mcrel.org/POMT.html>.

For more information on the PERR modules, contact REL Pacific at 808.664.8175 or RELPacific@mcrel.org.

Five Steps for Structuring Data-informed Conversations and Action in Education

Using data strategically to guide decisions and actions can have a positive effect on education practices and processes. This facilitation guide shows education data teams how to move beyond simply reporting data to applying data to direct strategic action. Using guiding questions, suggested activities, and activity forms, this guide provides education data teams with a framework and the tools and vocabulary needed to support an informed conversation around the data they generate or acquire. The guide walks data teams through five key steps in using data for informed decisionmaking and strategic action: setting the stage, examining the data, understanding the findings, developing an action plan, and monitoring progress and measuring success. *Five Steps for Structuring Data-Informed Conversations and Action in Education* is available at http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf.

Check Out Our Presentations from the 2013 Pacific Educational Conference

Taking Action with Education Data from a Policy Maker's Perspective

This session provided an overview of the National Forum on Education Statistics *Forum Guide to Taking Action with Education Data*, and explained how the cycle of data use framework can serve as the basis for the systematic use of education data to better meet school and district needs. The REL Pacific presentation can be found at <http://relpacific.mcrel.org/downloadable-documents/7.5.13Saipan%20Event%20July%202013-reduced.pdf>. The *Forum Guide* is available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013801>.

Teacher Effectiveness: Data-Informed Decision Making

This session provided an overview of the *Using Student Achievement Data to Support Instructional Decision Making* IES Practice Guide. Participants learned about how to use classroom observation and student growth data to strengthen teacher effectiveness and to inform education practice. The REL Pacific presentation is available at <http://relpacific.mcrel.org/downloadable-documents/Teacher-Effectiveness-Compressed.pdf>. The IES Practice Guide can be found at <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=12>.

Engaging Families and Communities in Education: Data-Informed Decision Making

This session provided an overview of the *Using Student Achievement Data to Support Instructional Decision Making* IES Practice Guide, discussed additional key issues around using data to engage families and communities, and reviewed the cycle of data use (seek information; access/gather data; analyze/interpret data; act; evaluate). Participants learned how to identify, collect, apply, and analyze data related to engaging families and communities in education. The REL Pacific presentation is available at <http://relpacific.mcrel.org/downloadable-documents/Families-and-Communities-in-Education-Compressed.pdf>. The IES Practice Guide can be found at <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=12>.

College and Career Readiness: Data-Informed Decision Making

The session provided an overview of the IES Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making*. Discussions centered on how to use secondary and post-secondary school data to better understand the issues related to college and career readiness and how to effectively use data to inform education practice. The REL Pacific presentation is available at <http://relpacific.mcrel.org/downloadable-documents/College-and-Career-Readiness-Compressed.pdf>. The IES Practice Guide can be found at <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=12>.

Using Data for Planning: Technical Assistance Tools Developed by REL Pacific

This session provided an overview of three technical assistance tools under development by REL Pacific: *Education Logic Model* (ELM), an outcome-based logic model interactive development tool for program planning and evaluation; *Program Outcomes, Measures, and Targets* (POMT), an innovative and dynamic tool to monitor measures, targets, baselines, and progress toward program outcomes; and *Five Steps for Structuring Data-Informed Conversations and Action in Education*, a guide to driving data-based decision making and action (released in September 2013; see below). The two logic models are available at <http://relpacific.mcrel.org/PERR.html>; the REL Pacific session on the technical assistance tools is available at <http://relpacific.mcrel.org/downloadable-documents/Using-Data-for-Planning.pdf>.

Ask-a-REL Responses

Ask-a-REL is a collaborative reference desk service provided by the ten regional educational laboratories (RELs) that by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research-based education questions. The following abstracts provide an overview of selected past responses.

To request a response to an education question, contact REL Pacific at RELPacific@mcrel.org or visit <http://ies.ed.gov/ncee/edlabs/askarel/>. For copies of available Ask-a-REL responses, visit <http://relpacific.mcrel.org/askREL.html>.

Calculating and Reporting College Retention and Graduation Rates

The Institutional Effectiveness Department of Northern Marianas College (NMC) in the Commonwealth of the Northern Mariana Islands (CNMI), members of REL Pacific's Ensuring College Readiness in American Samoa and the Commonwealth of the Northern Mariana Islands Research Alliance, requested information related to the following questions:

- What are the leading and popularly used methods for calculating and reporting college retention and graduation rates?
- How do popularly used methods integrate student transfers as a variable in calculating and reporting college retention and graduation rates?
- How do popularly used methods integrate students changing a major as a variable in calculating and reporting college retention and graduation rates?

Officials at NMC requested additional methods to measure student and school progress and success that may provide additional information beyond the information included in the required Integrated Postsecondary Education Data System (IPEDS) methodologies, an annual collection of survey data conducted by the U.S. Department of Education's National Center for Education Statistics. To respond to this Ask-a-REL request, REL Pacific conducted a web-based search for resources that provide methods for calculating and reporting overall college retention rates and graduation rates, and methods that account for student transfers and students changing majors.

Leading Practices and Strategies for Positive Family-School Communications

REL Pacific responded to an inquiry from the Castle Complex Community Council (C4) in Kaneohe, Hawai'i. C4 is a complex-level forum for community dialogue and decision-shaping on complex-wide matters, with a focus on student achievement and school improvement. The purpose of C4 is to support shared responsibility for education, leverage and align resources, promote community and family partnerships, strengthen collaborative processes, and build a Castle Complex PreK-20 continuum.

C4 requested the following information:

- Current practices, strategies, and protocols for front-office personnel to use for positive interactions with families.
- Current practices and strategies for positive teacher-family interactions.
- Current strategies for school personnel to use to effectively handle complaints from families.
- Strategies for effective two-way communication between school personnel and families who are homeless and/or families of children with high absenteeism and tardiness.

To respond to this request, REL Pacific at McREL conducted a web-based search for informational resources. Search terms and selection criteria for the resources are included at the close of the document. Publications, reports, guides, and reviews relevant to each topic were provided.

REL Pacific Studies in Progress

College Readiness Among High School Completers in American Samoa and the Commonwealth of the Northern Mariana Islands

Many students entering college in the Pacific region are required to enroll in developmental or remedial education programs, which can increase the time required to achieve a degree and are associated with less successful college outcomes. In American Samoa and the Commonwealth of the Northern Mariana Islands (CNMI), education leaders have expressed concerns about college readiness of graduating high school students and the percentage of students testing into remedial courses. This study responds to requests from education leaders to examine the condition of college readiness in these entities and to identify opportunities to strengthen and improve students' college and career readiness. For more information, visit <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=398>.

Patterns and Results of the Practice Teacher Certification Examination in the Republic of Palau

Entities within the freely associated states are at varying stages of developing and implementing teacher certification processes; as a result, the percentage of certified teachers in the region is low and teacher effectiveness is a concern. This study explores the performance of teachers in Palau on an internationally developed assessment of reading, writing, and math for teacher certification. This study involves the administration of a demographic survey and the practice ETS Praxis I PPST tests of reading, writing, and math to teachers employed with the Palau Ministry of Education. The paper-and-pencil tests were administered over a period of two days by Palau Ministry of Education and proctored by staff from the Ministry of Education and Palau Community College. Performance of the Palau teachers by teacher characteristics will be examined as well as teachers' strengths and weaknesses in the content categories of the practice ETS Praxis I PPST in reading, writing, and math. The findings from the study will inform Palau's decision to move forward with full implementation of the Praxis I PPST as part of its teacher certification process. For more information, visit <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=346>.

For more information on any of these studies, or to request assistance, contact us at RELPacific@mcrel.org.



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and



McREL's Pacific Center
for Changing the Odds

REL Pacific

American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawai'i, Republic of the Marshall Islands, & Republic of Palau
(808) 664-8175

RELpacific@mcrel.org

<http://relpacific.mcrel.org>

